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13. *Personal financial responsibility of officers.*—Personal financial responsibility as laid down in Articles 3, 5 and 118 of Madras Financial Code, Volume I, should be enforced on all officers for improper or wasteful expenditure incurred by them or loss occurred by neglect of duties on their part.

APPENDIX II.

[Vide answer to starred question No. 35 asked by Sri R. Suryanarayana Rao at the meeting of the Legislative Council held on 18th November 1949, page 464 supra.]

Theory and Practice.

1. Aim and scope of Basic Craft.

2. Psychological foundations of craft-work.

The relation between mortor development and mental development. Hand-work as an educative form of motor activity—Hand-work regarded as an indirect means of Education.

3. Hand-work and book-work.

4. Special aspect of Craft Training.

5. Directed hand-work and original hand-work—Place of drills in manual education, Pedagogical applications.

6. Study of the Basic School Craft syllabus—Why and how of it.

7. Methods of teaching the craft and organizing as educational unit centred round work.

8. Planning—Preparation—Actual work—Finishing—Recording—Assessment—Formation of habits and attitudes.

9. Tests at various stages.

10. General requirements—Collection and care of raw materials and tools—Disposal of products.

11. Mastering craft processes—

(1) Cleaning.

(2) Ginning.

(3) Carding.

(4) Slivering and spinning.

Different methods and processes under each activity to be learnt and practised.

Community life.

(Kitchen work, Gardening, Health and Cleanliness.)

1. Aim and Scope.

2. Actual sharing in community life—Individual responsibilities and rights.

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3. Organization of community life in a day school—How far possible.

4. Importance of health and cleanliness—Health—Preventive and curative.

5. How to use activities coming under this major activity as centres of education.

6. Study of the syllabuses for basic schools.

7. Means of measuring mental growth.

Cultural and Recreational activities including rural science.

1. Aim and Scope.

2. Organizing cultural and recreational activities in the school in the village—Plan and execution.

3. Study of regional literature—Study of Indian History with reference to cultural development.

4. Study of religions—Celebration of certain festivals.

5. Methods of training children—Surveying—Understanding rural problems—Planning activities—Exhibitions—Activities appropriate to the different age levels.

6. Providing opportunities for the development of individual talents and tastes—Rural sports and games—Dramas and other entertainments.

Work with children.

1. Observation of practising school children—At work, at play—Maintaining records—Use of the records.

2. Study of different types of behaviour and behaviour problems.

3. Motives expressed in children's play, work and acquisition of knowledge study of instincts and emotions arising out of personal observation of basic school children—How to modify or sublimate undesirable (non-social) instincts and emotions.

4. Formation of character—Character development and early experiences—Habit formation—Making and breaking of habits.

5. Social behaviour—Influence on an ordered community on personal development—the part played by heredity.

6. Principles of curriculum construction—The need for a graded syllabus—Preparation of literature.

7. The time-table.

8. Discipline—The new conception.

9. Registers and records value of school statistics.

10. Supervision—Inspection and examination—Check up work.

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Training school organization.

1. Functions of a basic training school—The new emphasis.

2. Different traits that are required of a basic school teacher—How to develop these traits—The formulation and uses of self-rating scale.

3. Practical work in the training period—Importance of professional training in the course—Knowledge of child and its environment—Ways and means of securing this knowledge.

4. Different ways of arranging practice teaching work.

5. Teaching aids and their preparation.

6. Study of the training school syllabus and scheme of work.

7. Assessing the work of pupil teachers—Records.

8. Examinations and the award of certificates.

APPENDIX III.

[Vide item IV at page 498 supra.]

Draft rules under the Madras Estates (Abolition and Conversion into Ryotwari) Act, 1948.

Notice has been received of the following :—

THE HON. SRI H. SITARAMA REDDI will move—

That the following draft of the rules which it is proposed to make in exercise of the powers conferred by sub-section (1) of Section 40 of the Madras Estates (Abolition and Conversion into Ryotwari) Act, 1948, be taken into consideration.

DRAFT RULES.

1. The compensation payable in respect of every estate shall be paid in cash.

2. In the case of an estate not being an estate which was held immediately before the notified date by a religious, educational or charitable institution—

(i) if the basic annual sum in respect of the estate does not exceed Rs. 3,000, the compensation shall be paid in one lump sum ;

(ii) if the basic annual sum in respect of the estate exceeds Rs. 3,000 but does not exceed Rs. 50,000, the compensation shall be paid in equal annual instalments not exceeding three in number ; and

(iii) if the basic annual sum in respect of the estate exceeds Rs. 50,000 the compensation shall be paid in equal annual instalments not exceeding five in number.

3. The compensation in respect of the estate where it is payable in one lump sum, and the first instalment of the compensation